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| **A Living Praxis Inquiry Protocol and activities for its use as an evaluation tool by pre-service teachers** |
| Teaching process – rationaleDialogue and collaborationIntegrating and connecting theory and practiceLinking praxis and practiceTeaching and learning momentsTeaching for the possibility of being taught | **Praxis Stage** | **Activities – Questions - Components – Possibilities- Actions**  |
| 1.Questioning  | Questions – covering the 3 typesOntological (experience, understanding and commitment) – Epistemological (knowledge and its application) – Technical (effective strategies and techniques)What are my challenges?Why am I doing it this way? What do I wonder about?What are the current issues and questions from my classroom? What do I do well? What can I do better? How can I do better? |
| 2.Describing | Situated context – judgements in concrete situations – challenges – pragmatic reality –subjectivityWhat do you see? Authentic cases – sharing and Discussion of artefacts from different classroomsUnpacking the situation/case – What? – When? – Where? – Who? – How? |
| 3.Explaining  | Consciousness – complexity – sophisticated business – dialogue – uncertainty – truth/reality – responsibility – co-producersWhy? – Rationale – what do you think? – What do your peers think?Other people’s ideas and theories – peers, mentors, lecturers, learning coaches, leading teachers, principal’s perspectiveIntroduction/use of the relevant literature/theory to explain observations |
| 4.Theorising | Understanding – learning from – being taught by – second knowing – who we are – how we are – is that what I desire?**Personal** theory – I believe, I think, I valueWhat do YOU think? What do you believe? What do you value?Inter-subjectivity – intra-subjectivity – developing your ideas – refining and exploring possibilities |
| 5. Changing /re-imagining | What is a good vision? What do you envision?How are you improving life? How is the new vision emancipatory?What values and virtues underpin this new vision?How are you developing a vision?What would you change? How would you improve?What could you do differently in your own classroom?Imagine this situation in your classroom next term or in 3 years, what would you do? What does it look, sound and feel like? |